



The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

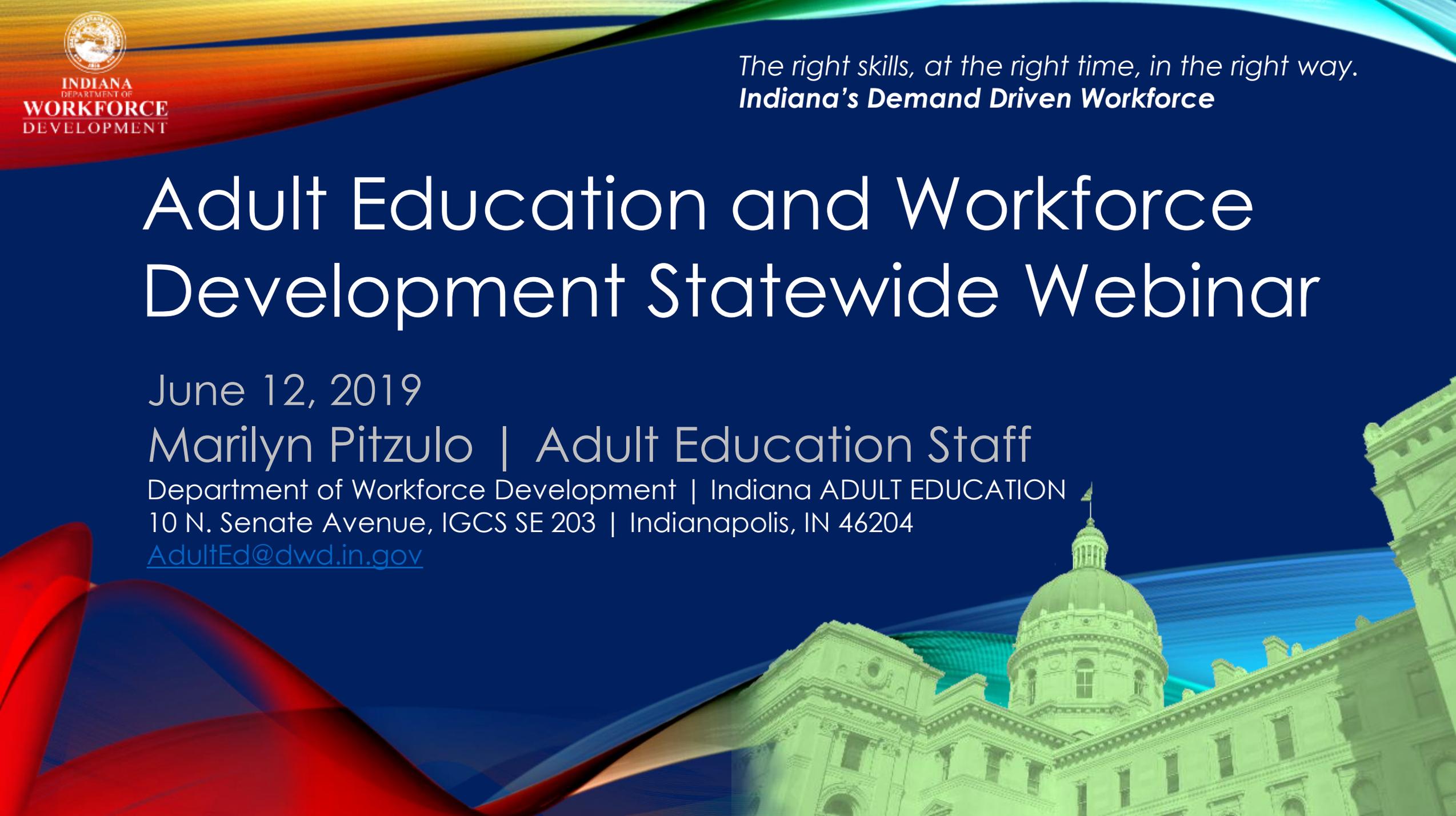
Adult Education and Workforce Development Statewide Webinar

June 12, 2019

Marilyn Pitzulo | Adult Education Staff

Department of Workforce Development | Indiana ADULT EDUCATION
10 N. Senate Avenue, IGCS SE 203 | Indianapolis, IN 46204

AdultEd@dwd.in.gov





INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Matthew Breedlove

His Story Begins Loading Trucks

"I was nervous because I hadn't been in school for 15 years or more. I didn't know what to expect from class or myself."

“ I left high school when I was 15 years old and started unloading trucks with an older brother for cash. When I turned 18 I was hired at McFarling Foods on the night shift, loading trucks. I worked my way to dayshift and worked will-call for 10 years before learning how to be a receiver, a job I did for the next five years. By that time, I had been married and we had two children. I wanted more out of my career, and that's when I decided to get my HSE.”



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“ I (wanted to) find more options in my field – maybe do less with my back and more with my brain. I have a great support system with my wife and kids, so that made it easy.

“I checked into C9 and began the process. I was nervous because I hadn’t been in school for 15 years or more. I didn’t know what to expect from class or myself. I went to the classes they provided and worked hard with very approachable teachers. Within a few months, I had earned my HSE.”

Matthew Breedlove | Central Nine Career Center

“I (wanted more) options in my field – maybe do less with my back and more with my brain.”





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“ Receiving my HSE gave me new confidence to pursue opportunities. I proved to myself that I could learn at a high level. I was also able to help my son with his high school math and show my kids that I value their education.

“I took this new confidence to a higher position in my company, Piazza Produce, as a specialty lead. Instead of unloading trucks, I am now responsible for buying and receiving product, communicating with vendors, and leading my department.”



Matthew Breedlove | His Family



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“A little education can make (a difference) in a career.”

“I am earning more money, working with my brain, and continuing to learn new aspects of my field. I have also shown my kids the difference a little more education can make in a career.”

“Matt passed the HSE just after our graduation ceremony, so he had to wait an entire year to come back and walk across the stage. I was at the registration table a year later when he did just that, with a huge smile on his face, and I remember thinking, **‘This is why I do what I do.’**”

--Carol Bible | HSE Lead Instructor



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A Story of Courage
and Determination

Smile Love Win Htaw

"My house was made out of bamboo (and) we depended on food rations."

on food rations: "we depended

"I was born in Burma, now known as Myanmar, but I was raised in Thailand. Due to the economic and political problems, my family fled from Myanmar to a refugee camp in Thailand when I was 10 years old. Living in the camp was very difficult; my house was made out of bamboo. **We depended on food rations provided by the United Nations, and we did not receive any education.**"

"In 2014, my mom and I finally were accepted to come to the United States. I was so excited and anxious to meet my dad and my brother's family, but I was also scared wondering how we were going to survive not knowing the language. When I first arrived here, I did not know any English. Yet, I was so happy to go to school and reach my goal. Ever since I was a child, I have wanted to be a nurse."



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and Determination

Smile Love

Win Htaw

"My house was made out of bamboo (and) we depended on food rations."

on food rations: " we depended

"My caseworker took me to Anthis Career Center to register for English Language Learner classes. I started school in August of 2015. **Learning a new language and new culture was a challenge to me.** Sometimes I did not understand what the teacher said. However, I did not give up. I remember coming home from school and turning on the television and watching cartoons and other shows

because I wanted to understand what they were saying, and I wanted to talk like them. I read everything I saw. It took me three years to finish high school. At the beginning, I did not think I was going to be able to obtain my diploma. I (was) accepted to Ivy Tech College (and) will start school this fall for training for my dream job. I will keep going and never give up until I reach my goal."



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A Story of Courage
and Determination

Smile Love

Win Htaw

"My house was made out of bamboo (and) we depended on food rations."

*on food rations,"
we depended*



"Smile has come to represent the 'new' American to me. She has acclimated to her environment and has flourished. My hope is that as she and her significant other raise their girl, with Burmese and Spanish speaking culture in mind, perhaps our society can move forward toward greater understanding and peace." – **Jennifer Bassett, Teacher**



WE ARE YOUR SCHOOLS

"The Continuing Education Program serves adult students of all ages, many of whom have endured educational and personal struggles on their road to graduation."



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Polly Redmond
Adult Basic Education
Coordinator



Nancy Mitchell
Adult Basic Education
Assistant Site Manager

Hinds Career Center | 1105 N 19th St.
Elwood, IN 46036

Distance Education

NRS Table 4C | NRS Table 4C | NRS Table 4C



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66%

Students Participate in
Distance Education

Statewide Participation 26%

6.10.19

Distance
Education

NRS Table 4C | NRS Table 4C | NRS Table 4C

HINDS ADULT EDUCATION

Distance Education

HINDS DISTANCE DATA

- ▶ 66% of our students do distance education.
- ▶ Distance students in our program have **7%** higher gains.
- ▶ We introduce distance education during our orientation.
- ▶ Distance is used to offset absences, much like real workforce comp time.
- ▶ All teachers are expected to offer and encourage students to do distance.

Student Absence Chart

Students are allowed 5 absences before they are withdrawn from the program for 60 days.

1st Absence	2nd Absence	3rd Absence	4th Absence	5th Absence	6th Absence: Withdrawn from Program for 60 Days
--------------------	--------------------	--------------------	--------------------	--------------------	--

Note: If you are late to class or leave early that will also count against your attendance and you will receive a color.

The only way to make up for being late or for an absence is through Distance.

Distance Education

Distance Education is basically homework. It's work that you do outside of your regular class. You can use distance time to make up for being tardy or missing a class.

To Get Credit for Distance

- 1) Have your teacher date and initial your homework at the place where you left off before you leave class.
- 2) Do the homework.
- 3) Turn in your distance work as soon as you get into class.

Counting Time

For most homework, you get 2 minutes per problem that you get right.*

For essay questions, you usually get 5 minutes per paragraph. If in doubt, ask your teacher.

*You don't get time for problems that are incorrect. We also can't give you time for work that you're correcting because it's difficult to tell which was done in class and which was done at home.

All time starts over on July 1st.



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New Contact for TABE

Mike Johnson

National Adult Education Director
Data Recognition Corporation

630-995-6712

mjohnson@datarecognitioncorp.com





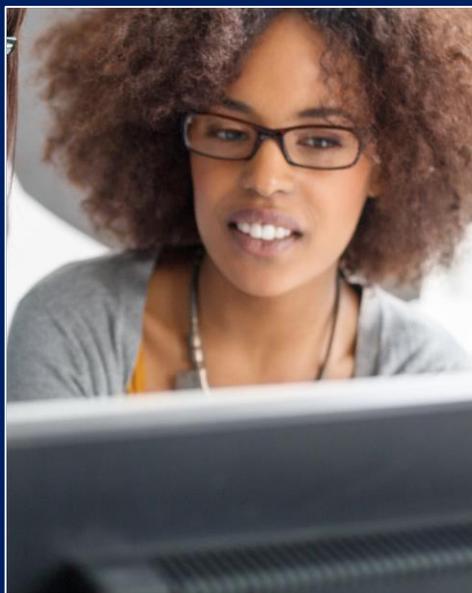
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TEST
ASSESSING
SECONDARY
COMPLETION

TASC User Survey



TASC Center Coordinators will receive an email with a link to complete a Data Recognition Corporation (DRC) survey. The survey is to better understand user satisfaction with the administration of the TASC Test. Results will be used by DRC to improve the TASC Test administration process. The survey should take no

more than 10 minutes to complete. Responses are being collected at an OPEN website with complete anonymity. All results will be combined for analysis.

Questions – Contact TASC Test Customer Support.

<https://tasctest.com/contact-us/>

NRS State Table 4 – 2018-2019

6-10-19

													Date Printed: 6/10/2019 7:50 AM
Table 4 - Measurable Skill Gains (MSG) by Entry Level													
School All Programs										Term: 20182019			
Audit Type: Calc and Manual													
Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.													
First Period of Participation									All Periods of Participation				
Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for All Participants	Number who Achieved at least one educational functioning level gain	Number who Attained a secondary school diploma or its recognized equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program Without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total Number of Periods of Participation	Total Number of Periods of Participation in which participants achieved at least one educational functional level gain	Total Number of Periods of Participation in which second school diploma or its recognized equivalent was attained	Percentage of Periods of Participation With Measurable Skill Gains	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	
ABE Level 1	1018	0	98948	584	33	225	176	60.61%	1120	1425	33	60.54%	
ABE Level 2	6405	1	562288	3119	662	1459	1165	59.03%	6732	9091	662	58.78%	
ABE Level 3	6896	2	506638	2740	1826	1331	999	66.21%	7050	9423	1826	66.03%	
ABE Level 4	3213	0	203465	1189	1042	492	490	69.44%	3267	3970	1042	69.3%	
ABE Level 5	533	0	32102	180	167	81	105	65.1%	537	561	167	64.99%	
ABE Level 6	220	0	10361	20	175	13	12	88.64%	221	220	175	88.69%	
ABE Total	18285	3	1413802	7832	3905	3601	2947	64.19%	18927	24690	3905	63.92%	
ELL Level 1	2143	1	159703	1218	0	552	373	56.84%	2176	2580	0	56.2%	
ELL Level 2	896	0	75518	599	0	202	95	66.85%	907	1210	0	66.37%	
ELL Level 3	997	0	86925	621	0	253	123	62.29%	1003	1111	0	62.11%	
ELL Level 4	721	1	62160	440	1	174	106	61.17%	741	666	1	60.05%	
ELL Level 5	511	0	36198	205	3	166	137	40.7%	518	256	3	40.35%	
ELL Level 6	71	0	4910	13	0	19	39	18.31%	71	14	0	18.31%	
ELL Total	5339	2	425414	3096	4	1366	873	58.06%	5416	5837	4	57.51%	
Grand Total	23624	5	1839216	10928	3909	4967	3820	62.8%	24343	30527	3909	62.5%	



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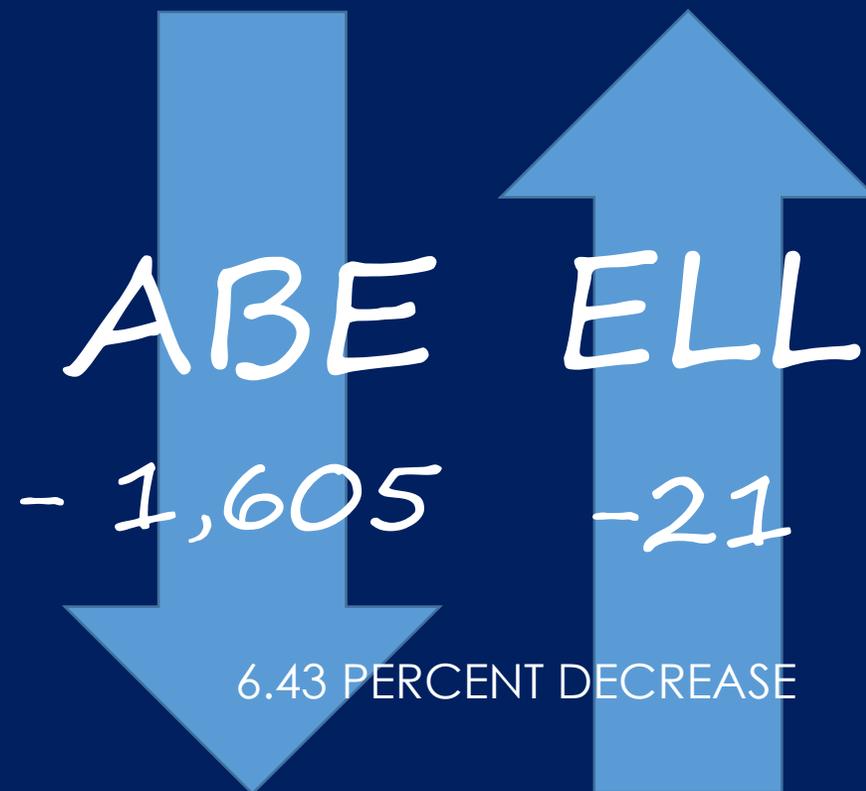
BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Total Enrollment

	<u>2018-2019*</u>	<u>2017-2018**</u>
ABE/ELL	23,624	25,250

*Data as of 6.10.19

** Data as of 6.11.18



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Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

MEASURABLE SKILL GAINS

Basic Skills Remediation

NRS Table 4, Column H

2017-2018*

60.26%

*Data as of 6.11.18

NRS Table 4, Column I

2018-2019**

62.80%

**Data as of 6.10.19

64%

- Indiana Target
2018-2019

Instructional

IMPACT

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MEASURABLE SKILL GAINS

NRS Table 4, Column H

2017-2018*

ABE 61.77%
ELL 54.66%

*Data as of 6.11.18

NRS Table 4, Column I

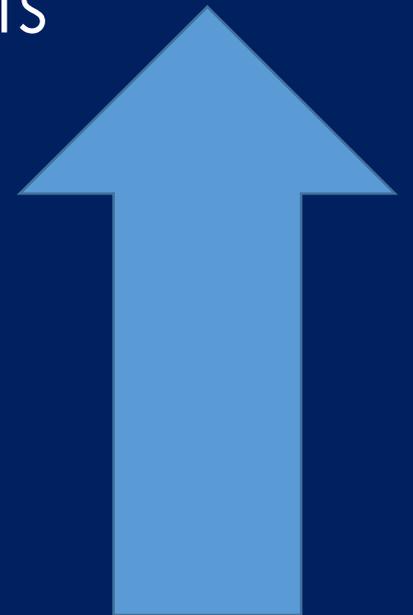
2018-2019**

ABE 64.19%
ELL 58.06%

**Data as of 6.10.19

ELL MSG INCREASE

3.40 Percentage
Points





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Average Indiana Contact Hours

	<u>2018-2019*</u>	<u>2017-2018**</u>
ABE/ELL	77 hrs.	76 hrs.

*Data as of 6.10.19

** Data as of 6.11.18

ABE/ELL
No Change



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No. Separated Before Gain

6.11.18

6,009

23.79%

6.10.19

4,967

21.02%

Separations DECREASE
2.77 Percentage Points



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6.10.19

No. Separated Before Gain

2018-2019

– ABE/ASE Levels 1-6 19.69% *Separated*

– ELL Levels 1-6 25.58% *Separated*



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Number HSE Diplomas

	<u>2018-2019*</u>	<u>2017-2018**</u>
ABE/ELL	3,909	4,091

*Data as of 6.10.19

** Data as of 6.11.18

HSE Diplomas
- 182
DOWN



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Number
HSE Diplomas



TEST
ASSESSING
SECONDARY
COMPLETION

4,778 (Includes Walk-ins)

* Data as of 6.11.18

Reported by DRC | TASC

HSE Diplomas

- 691

DOWN



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Number
HSE Diplomas



TEST
ASSESSING
SECONDARY
COMPLETION

4,778 (Includes Walk-ins)

Percentage of Test Takers Passing Each Subtest

Reading	90.73%
Writing	91.70%
Mathematics	80.90%
Science	90.85%
Social Studies	94.19%

* Data as of 6.11.18

Reported by DRC | TASC



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MEASURABLE SKILL GAIN

Basic Skills Remediation
NRS Table 4, Columns B, D, I

Enrolled 23,624 (ABE/ELL)

Majority of ABE Students
– Level 3 (6,896)

Next Highest – Level 2 (6,405)





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High School Level
Moving Forward
2018-2019

GRADES
9-12



ABE Levels 5-6

753 Students - 4%

6.10.19

ABE Levels 5-6

4,659 Students - 23%

6.11.18



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High School Equivalencies

Moving Forward

2018-2019

TOTAL HSEs

3,909

6.10.19



ABE Level 3 – 1,826

ABE Level 4 – 1,042

ABE Level 2 – 662

Implications

Students may be ready at lower educational functioning levels to test

ABE Level 3 = Approx. Grade Range Equivalent 3-4

ABE Level 4 = Approx. Grade Range Equivalent 6-8

Administer TASC Readiness Assessment earlier

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Distance Education Measurable Skill Gains

Distance Ed

2018-2019

ABE Enrolled 4,978

ELL Enrolled 1,337

Total 6,315

NRS Table 4C Column H

68.63%

26% Participate in Distance Education



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Participant Status

Program Enrollment

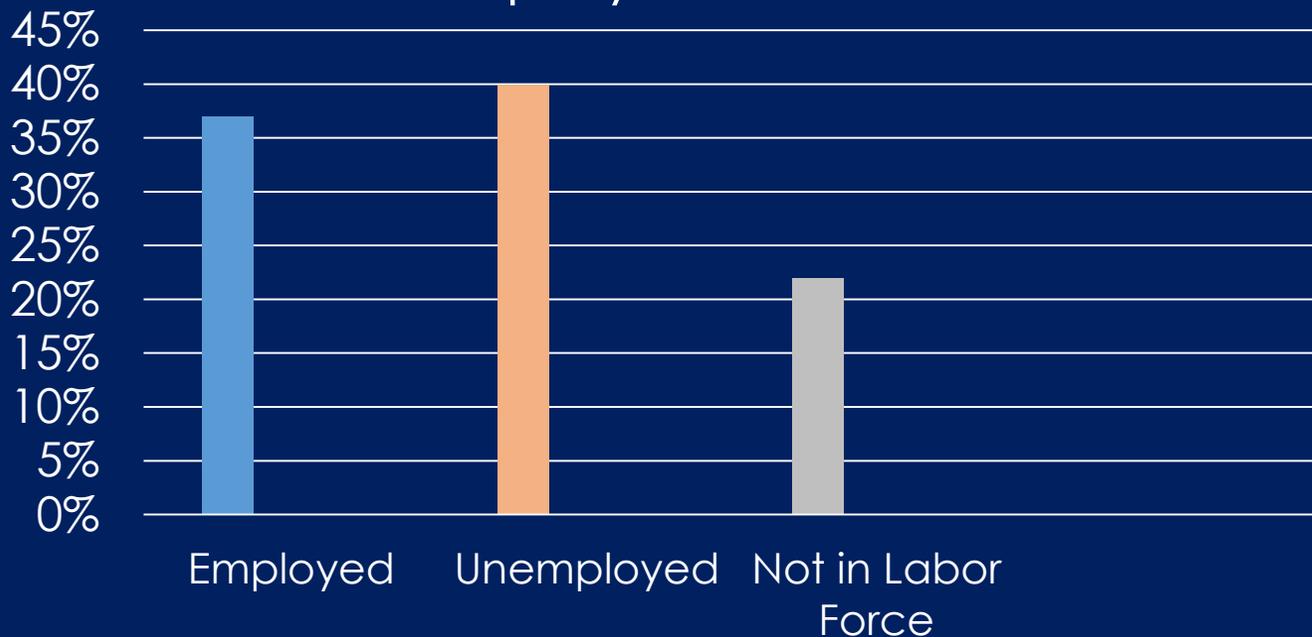
Employed | *Unemployed*

8,831 9,443

Not in Labor Force

5,348

Employment Status



Data as of 6.10.19



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Data as of 6.10.19

No. Enrolled Min. High School Diploma/HSE
U.S. – Non-U.S. Based Schooling

8,153

34.47%

29.31% PY 2017-2018

No. Enrolled With Some College or Degree
U.S. – Non-U.S. Based Schooling

3,106

13.13%

11.19% PY 2017-2018



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NRS Table 4B EFL Gain for Pre- and Post- Testing Participants

Professional
Development
Promising Practices

- Data is **continuously** reviewed to ensure its clean
- All students are required to take the **TASC practice test** when they reach a certain level
- Students will get half of their TASC **test fees paid** (\$45) from a scholarship program if they take a pre- & post-test and get a gain, and then take the TASC practice test



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NRS Table 4B

EFL Gain for Pre- and Post- Testing Participants

Professional
Development
Promising Practices

- All students must pre- & post-test with a gain before entering an IET class. This ensures a student is **motivated and ready** for a certification class.
- PDF reviews all pre-tests to see what is missing in order for a student to move to the next level, and then works with teachers to ensure they **focus** on what is lacking first.



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NRS Table 4B
EFL Gain for
Pre- and Post-
Testing
Participants

Professional
Development
Promising Practices

97.63%



McDowell
Adult Education

“McDowell Education Center is a supportive learning environment providing foundational skills, career counseling, and pathways to postsecondary training and employment for those pursuing their educational and career goals.”

Megan Shaff | Director
shaffm@bcsc.k12.in.us
McDowell Education Center
2700 McKinley Avenue,
Columbus, IN 47201



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PROGRAM To Do LIST

Through
6.30.19

Start Today
Don't Delay



Clean Up InTERS Errors



POST-TEST 64% TARGET



Get Students Ready for HSE Testing



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Professional Development

NEXT

STEPS

Moving Forward

2018-2019



Professional Development Project

Reflections from PDEs



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PDF

Reflections

Professional Development
Facilitators' Network

- ▶ Our PD plan relied heavily on training teachers how to share resources so that we can use those resources to attain measurable skills gains.
- ▶ PDFs have worked with lower performing teachers and sites, observing classes, examining data, and sharing best practices to try to rectify the situation.
- ▶ ELL Table 4 measurable skills gain Column H/I in April 2018 was 49.6%; April 2019 it is 60.31%. This is a 10.71% increase.
- ▶ The follow-up activities validated and supported our role as PDFs in our programs.



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PDF

Reflections

Professional Development
Facilitators' Network

► Having specific goals provided three (very) important benefits.

(1) We had a **focus** – we knew the end goal.

(2) We were **strategic** in the actions we took.

(3) We **shared** the goals with staff, giving them the opportunity to take **personal responsibility** to contribute to the accomplishment of our program goal.



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PDF

Reflections

Professional Development
Facilitators' Network

- ▶ I liked the February 2019 PD meeting in Indianapolis when the PD team helped us write the mandatory goals for the 2019/2020 year. **Clear direction** from the state is vital for sites and regions to follow and that meeting met those expectations.
- ▶ Many teachers did **not** know how to read Table 4 numbers until our focused professional development. We spent a lot of time working with teachers and data people to ensure better communications which enabled an **increase** in Table 4 percentages.



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PDF

Reflections

Professional Development
Facilitators' Network

- ▶ The ALPs and other (math) resources on the PDF team drive were very helpful to individual programs.
- ▶ It is always good to take the time and not only look at data, but also what was driving the data. **What did we do right? What could be improved?**
- ▶ When I did a site visit, I discovered two students were HSE ready and had been for quite some time, but the instructor was under the impression that he had to have multiple students ready before we could get the proctor to test.



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REMINDER

PY19 GRANT INFORMATION

- Award decisions announced . . .
- Your Grants Team is available to respond to your questions –
 - Scott Mills smills1@dwd.in.gov 317.864.2248
 - Donna Lovelady dlovelady@dwd.in.gov 317.233.9902



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FISCAL REMINDERS

- Budget Modifications
 - All requests for budget modifications were due to our office (adulthood@dwd.in.gov) by **Monday, June 3, 2019**. (Remember – a modification is required to move funds between Administrative and Program.)
- Close Outs
 - The DWD Finance Office will send close out packets out as usual. Remember to copy our office at the Adult Ed mailbox when you submit the final close out.
- Reimbursements
 - Follow up on any outstanding reimbursements before the end of the program year, **June 30, 2019**. Notify Cheryl Jones if any payment is overdue or an error has occurred.
 - Notify Cheryl Jones if your final PY18 reimbursement will not be in by **August 30, 2019**.



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New Workforce Initiative Coordinator for Adult Education

Roy Melton

rmelton@dwd.in.gov

765.413.2216

A light blue silhouette of the state of Indiana is positioned on the right side of the slide. A yellow horizontal bar is located above the map. Inside the map, there is a large white number '1' followed by the text 'OVER MILLION JOBS'. Below this, there is a bar chart with three bars of increasing height, and the text 'NEEDED IN THE NEXT 10 YEARS' is written below the chart.

1 OVER
MILLION
JOBS

NEEDED IN THE
NEXT 10 YEARS



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 **NextLevel Jobs**
INDIANA

Work IN
amplifyAE.org



“My life has changed by getting the training I needed for a better paying job. The sky is the limit.”

– Sheldon Spence
CNC Machinist





REMINDER

REMINDER

REMINDER

REMINDER



WorkINdiana *Updates*

Responsibility for WorkINdiana through the end of the program year will be a team effort.

Shruti will take over the majority of day-to-day tasks.

Marilyn will handle fiscal and contract management.

mpitzulo@dwd.in.gov

SShrivastava@dwd.IN.gov



INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Webinar

How to become a Workforce Ready Grant (non-credit bearing) Training Provider

This webinar will go over the program requirements, student eligibility, and steps required to become an eligible training provider for Indiana's Workforce Ready Grant, non-credit bearing program. Becoming an eligible training provider for this program allows a training institution to train in high-demand, high-priority job sectors and receive student tuition payment directly from the state for eligible students.

June 20, 2019

10:30 – 11:30 a.m.

<https://bit.ly/2PtsfX9>

 **NextLevel Jobs**
INDIANA

1 OVER
MILLION
JOBS

NEEDED IN THE
NEXT 10 YEARS

Indiana ADULT EDUCATION

Basic Skills. High School Equivalency. Short-term Training. Certifications and More.

► Integrated Education & Training

IELCE | Short-term Training | Certifications

11 IELCE certifications and 216 IET certifications
4 pending applications

IET Enrollment	2,787	59.40% goal
IELCE Enrollment	93	16.00% goal
Still Enrolled	863	
Dropped	305	15.58%
Completions	1,619	84.15%
Certifications	1,207	74.55%

Certified Nursing Assistant (CNA) Classes
MSD Warren Township Adult Education Program





INDIANA ADULT EDUCATION

BASIC SKILLS. HIGH SCHOOL EQUIVALENCY. SHORT-TERM TRAINING. CERTIFICATIONS AND MORE.

Workforce Education Initiative

89 WEI certifications

2 pending applications

WEI monthly data report statewide enrollments –

WEI Enrollments	925	21.4% of the goal
Still enrolled	757	
Dropped	38	20.77%
Completed	145	79.23%
Certification	121	83.45%



“Passing the HSE is just a milestone. My ultimate goal is to be become an industrial electrician. I’ve had some family tell me to not do this and just get a job. So, I want to prove to them that I can be successful!”

- Tina Hines

Viigo County School Corporation Adult Education Success Story

Shruti Shrivastava
SShrivastava@dwd.in.gov
WorkINdiana@dwd.in.gov



WorkINdiana *Updates*

Statewide

- 5% JAG enrollment
- 8.3% ERG utilization
- 36% TANF utilization

STATEWIDE	Goal	To-Date
Enrollment	1,800	1716
Enrollment Rate	---	95%
Still Enrolled	---	210
Completers	1,440	1343
Completion Rate	80%	89%
Dropped	---	163
Dropped Rate	Below 10%	10.87%
Certifications issued	1,065	1076
Certification Rate	74%	80%
Employment	640	609
Employment Rate	60%	45%



INDIANA
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InTERS

ADULT EDUCATION UPDATES,
TRAININGS

Matt Crites

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Brin Sisco

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ABE

Log-in to the Indiana Student Data Reporting Client

User ID:

Password:

Ok Cancel

Indiana Student Data Reporting Client

Version: 1.0.10.1914
App Date: 20170202

IAACE REMINDERS

IAACE Membership Benefits:

Login to Website to

- Update your contact information
- Renew, upgrade or update membership billing
- View your COABE Membership #
- Change your password
- Update your profile
- See a membership directory and map
- See your membership history including conference payments and memberships
- View Resources
- & MORE

iaace

ABOUT US BLOG MEMBERSHIP ADVOCACY Conferer

Member Sign-in

Member Directory

Member Benefits

Become a Member 2019

Membership Annual Meeting

Archive Member Newsletters

Sign in with your email and password.

Email

Password

Sign in

Request Password
We will email you a new password so you can access your account.



IAACE REMINDERS



IAACE members: 2019 Conference presenters' materials and handouts are available for your use.

+++

IET & WEI Treasure Chest

Visit www.iaace.com > member sign in to view and download

Don't forget to share your graduation and success stories with us. Your student's stories can be shared in our newsletters and blogs.

#AdultEducation #Advocacy



IAACE REMINDERS

COABE Updates

If you are an IAACE member and you are not receiving weekly emails from COABE please let us know by emailing us at iaace2@gmail.com

Don't miss out on:

- COABE Journal of Research & Practice
- Important legislative updates and briefings
- National advocacy campaigns
- Weekly webinars (FREE for IAACE/COABE members)
- Scholarship and grant opportunities
- Resources for best practices

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INDIANA
DEPARTMENT OF
WORKFORCE
DEVELOPMENT

Next Adult Education & Workforce Development Statewide Webinar

7.10.19

10 to 11:30 a.m. ET

The right skills, at the right time, in the right way.
Indiana's Demand Driven Workforce

INDIANA
ADULT EDUCATION 